



## EYFS & KS1 LONG TERM RE PLAN

### Curriculum Intent

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher-level thinking and more sophisticated skills.

**Reflection** – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices **Empathy** – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow

- Seeing the world through the eyes of others, and seeing issues from their point of view **Investigation** – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion **Interpretation** – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language

- Suggesting meanings of religious texts **Evaluation** – this includes:

- Debating issues of religious significance with reference to evidence and argument **Analysis** – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions **Synthesis** – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole **Application** – this includes:

- Making the association between religion and individual, community, national and international life **Expression** – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media

### Curriculum Implementation

Describe how we use Discovery RE, monitoring, etc.



**National Curriculum Expectations**

**A. Know about and understand a range of religions and worldviews, so that they can:**

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Appreciate and appraise varied dimensions of religion or a worldview

**C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
EYFS		Christianity	How do people celebrate Christianity and Judaism			What can we learn from stories?  Buddhism, Sikhism, Christianity, Hinduism
Year 1		Creation  Does God want Christians to look after the world?  Christianity		Jesus as a friend.  Was it always easy for Jesus to show friendship?  Christianity	Shabbat  Is Shabbat important to Jewish children?  Judaism	
Year 2		What did Jesus teach?  Is it possible to be kind to everyone all the time?  Christianity		Passover  How important is it for Jewish people to do what God asked them to?  Judaism		Community / belonging  Does going to a mosque give Muslims a sense of belonging?  Islam



Learning Skill	EYFS	YEAR 1	Year 2
<b>Thinking about religion and belief</b>		Recall features of religious, spiritual and moral stories and other forms of religious expression  Recognise and name features of Religions and beliefs	Retell religious, spiritual and moral stories  Identify how religion and belief is expressed in different way  Identify similarities and differences in features of religions and beliefs
<b>Enquiring, investigating and interpreting</b>		Identify what they find interesting and puzzling in life  Recognise symbols and other forms of religious expression	Recognise that some questions about life are difficult to answer  Ask questions about their own and others' feelings and experiences  Identify possible meanings for symbols and other forms of religious expression
<b>Beliefs and teachings</b> (What people believe)		Recount outlines of some religious stories	Retell religious stories and identify some religious beliefs and teachings
<b>Practices and lifestyles</b> (What people do)		Recognise features of religious life and practice	Identify some religious practices, and know that some are characteristic of more than one religion
<b>Expression and language</b> (How people express themselves)		Recognise some religious symbols and words	Suggest meanings in religious symbols, language and stories
<b>Identity and experience</b> (Making sense of who we are)		Identify aspects of own experience and feelings, in religious material studied	Respond sensitively to the experiences and feelings of others, including those with a faith
<b>Meaning and purpose</b> (Making sense of life)		Identify things they find interesting or puzzling, in religious materials studied	Realise that some questions that cause people to wonder are difficult to answer
<b>Values and commitments</b> (Making sense of right and wrong)		Identify what is of value and concern to themselves, in religious material studied	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong